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Extended essay cover

Diploma Programme subject in which this extended essay is registered: World Studies :
INEQUALITY + EQUALITY
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Title of the extended essay: Disparities in Wealth and Development
In South Africa, 19 years post-Apartheid.

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The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

I have acknowledged each use of the words, graphics or ideas of another person, whether written, oral or visual.

I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit.

This is the final version of my extended essay.

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encountered many refusals when trying to speak to potential participants, but persevered in her respectful, approachable manner. She gave serious attention to ethical aspects of including people in the research process.

my contribution is limited to encouraging discussion in the planning phase, and relatively superficial comments on the draft. This is very much her own work. It was a pleasure to interact with her sincere interest in the issues.

This declaration must be signed by the supervisor; otherwise a grade may not be issued.

I have read the final version of the extended essay that will be submitted to the examiner.

To the best of my knowledge, the extended essay is the authentic work of the candidate.

I spent 2½ hours with the candidate discussing the progress of the extended essay.

Assessment form (for examiner use only)

Criteria	Achievement level					
	Examiner 1	maximum	Examiner 2	maximum	Examiner 3	
A research question	2	2		2		
B introduction	1	2		2		
C investigation	2	4		4		
D knowledge and understanding	2	4		4		
E reasoned argument	3	4		4		
F analysis and evaluation	2	4		4		
G use of subject language	2	4		4		
H conclusion	2	2		2		
I formal presentation	2	4		4		
J abstract	2	2		2		
K holistic judgment	3	4		4		
Total out of 36	23					

Disparities in Wealth and Development in South Africa, 19 years post apartheid

World Studies: Equality and Inequality
Word Count: 3682

May 2014

Candidate:

Abstract

Over the last century, Disparities in Wealth and Development has been a widely debated topic around the world, and even more so, in countries which have experienced a history of segregation and hierarchy such as South Africa. South Africa's apartheid history resulted in many disparities between households and social classes and has therefore proved to have created two nations divided on racial and economic grounds according to our Former President, Thabo Mbeki. I have therefore decided to investigate the extent in which South Africa is still divided according to these grounds close to 20 years post apartheid.

This essay will identify the determinants of wealth and development in households and analyse the nature of these determinants in two areas of close proximity, a previously black township, Alexandra and a previously white suburb, Morningside, in Johannesburg South Africa. This analysis will be achieved by comparing and contrasting primary data which was collected through questionnaires done in 110 households. The levels of wealth and development for each household will be assessed to determine the extent in which the disparities in these two areas are still present.

Shifts in political and economic freedoms through the implementation of programmes designed to readdress past imbalances such as the Reconstruction Development Programme and the Black Economic Empowerment programme in South Africa over the past 19 years has led to many positive developments and more importantly, changes in social structures. This however, has not dampened down the massive disparities which exist between the social classes, and even more specifically, the Alexandra and Morningside areas. Although the two areas, primarily Morningside has experienced racial diversification over the years, there is an existence of the two nation division on economic grounds remains.

Word Count: 281

Acknowledgements

I would like take time to express my heartfelt gratitude to my Extended Essay supervisor, _____, for his guidance, support and most of all, patience. I would also like to express a huge thank you to my mother, _____ for walking door to door with me in order to assist me in collecting my primary data. The successful composition of this essay is as a result of your assistance. Thank you for your time, effort and useful advice.

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Chapter One

Introduction

i. Introduction to topic

One of the observable trends in development over the past century has been the study of regional and global disparities in wealth and development. The study of regional and global disparities in wealth and development focuses on the changing patterns and trends of resource and opportunity distribution among individual households and societal groups. The interest in this study area among social scientists stems from historical events which have led to the deliberate unequal distribution of resources and opportunities for societal groups such as the apartheid regime in South Africa and the infamous Nazi regime in Germany and its neighbouring countries.

Due to the complexity in the study of disparities in wealth and development, the main concepts which are essential to explore in this study area can be seen in Figure 1¹ below.

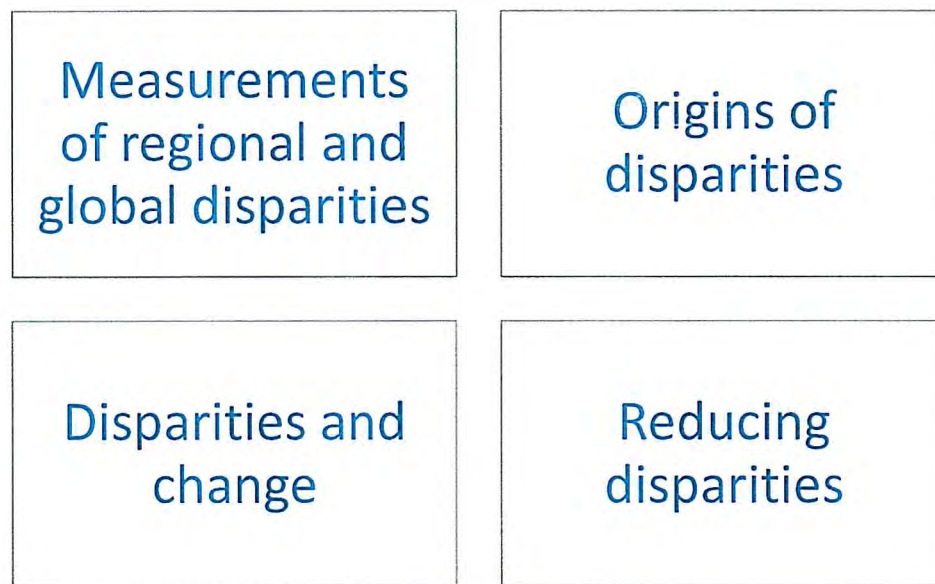


Figure 1: The main concepts of disparities in Wealth and Development

¹ Guinness, Paul. "Disparities In Wealth And Development." *Geography for the IB Diploma*. Cambridge: Cambridge UP, 2011. N. pag. Print.

This essay will focus mainly on the origins of disparities in a particular South African setting and the subsequent changes which have occurred following political transformations in an attempt to reduce these disparities.

According to Jeffery Sachs, the origins of disparities in wealth and development can be both internal and external. His philosophies on the origins of disparities in wealth and development can be seen below in Figure 2².

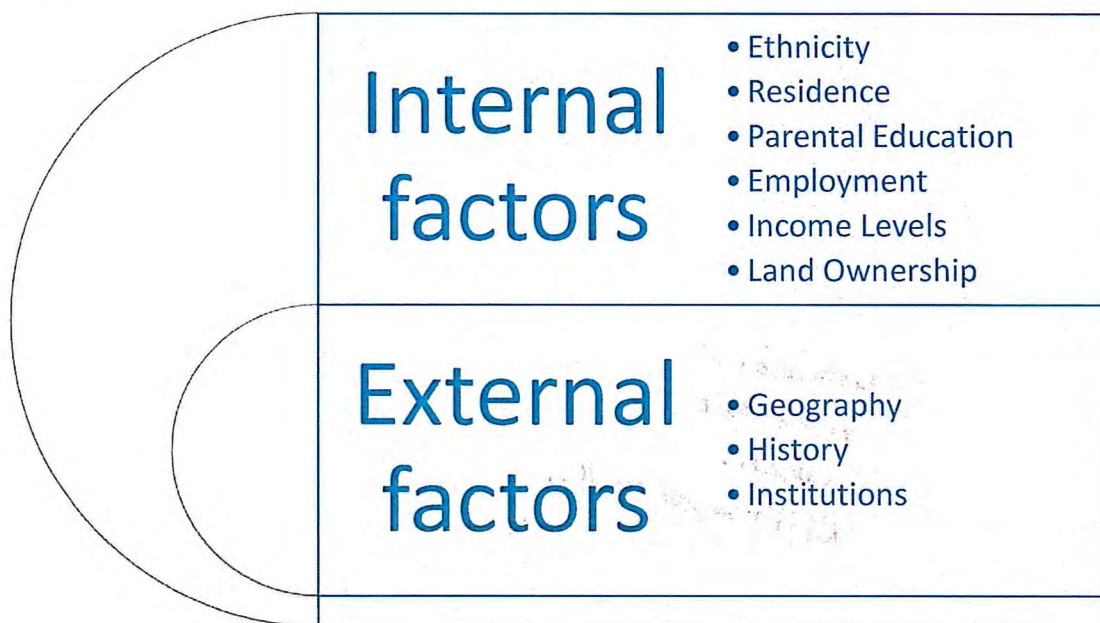


Figure 2: The origins of disparities of wealth and development

Although it has been observed throughout history that the origins of disparities in wealth and development vary from place to place, the marginalization of societal groups appears to be the overlapping feature for the imbalances that occur as a result of the unjust distribution of resources and opportunities.

In order to understand the concept of disparities that occur on both regional and global levels, it is important that we explore the internal and external causes of the imbalances as shown in Figure 2 above. Disparities on both the regional and global scale often occur due to a combination of multiple internal and external factors.

The internal causes of disparities in wealth and development constitute as large a player in the existence of both regional and global disparities. An example of an internal cause of the disparities which occur is ethnicity as some ethnic and/ religious groups can become

² Sachs, Jeffrey D. "JeffSachs.org." *Jeffrey Sachs RSS*. Foreign Affairs, Sept.-Oct. 2012. Web. Aug. 2013.

marginalised and therefore struggle to escape from poverty as a result of the unjust legislation initiated by the ruling government. This form of marginalisation is also common amongst immigrant groups who are usually discriminated against in their host country and/ regions.

An example of an external cause of the disparities which occur is history as events such as the slave trade, imperialism, neo-imperialism, colonization, the International division of labour, and wars and conflict between regions and countries has played a significant role.

Having been born and raised in South Africa, I observed multiple disparities which occurred as a result of a number of internal and external factors on both a regional and national scale. These disparities, mainly economic and as a result of racial segregation, have created a division amongst the South Africa's population. This essay aims to explore the origins of this division and the extent in which it is still present.

ii. *Introduction to Study Area*

This essay on the disparities in wealth and development is conducted in the city of Johannesburg, South Africa.

South Africa makes an interesting case study on the topic of disparities in wealth and development as it has had an interesting historical background ranging from the Christian missionaries arriving in the mid 1700s to its colonisation by the Dutch in the 1600s and the British in the 1800s.

This diversity in the historical background composition has led to it having a large variety of factors leading to the existence of the disparities in wealth and development have occurred,

The most significant factor that has influenced the existence of the disparities in wealth and development in South Africa was the Apartheid regime.

Apartheid, which is boldly defined as the state of being apart, was a period of time in South Africa where racial segregation was enforced by legislation. The introduction of this era began when South Africa was under the British and Dutch colonial rule and was later introduced as an official policy after the general election in 1948. This new policy identified four racial groups namely, black, white, coloured and Indian, and from those divisions, a racial hierarchy was created. With the aid of legislation, the whites remained in the upper class and the rest became the lower class with the blacks forming the bottom of the lower class. The legislation included social and economic factors such as job reservation and economic apartheid, segregation education, political representation and many others which had the ability to cause long term effects on South Africa.

The reality of this segregation through legislation was that it was virtually impossible to lure in the large black community without enforcing divisions amongst them which created even further implications.

The legal segregation and oppressive treatment of the people of colour by the apartheid government slowly began to dissolve from the year 1990 and was finally abolished after the first democratic elections.

Negotiations between the National Party and the African National Congress began in 1991 and resulted in the approval of a non-racial constitution in 1993, which would soon lead to the first democratic elections.³

The year 1994 was a significant year in South Africa as that was the official beginning of a real democracy. This meant that not only could people of all ethnicities legally vote but they could

³ "African National Congress." *The Hutchinson Encyclopedia*. Abington: Helicon, 2013. *Credo Reference*. Web. 24 August 2013.

also run for positions of political significance. Although there were a selected few that opposed this new freedom that was granted to the people of colour, the elections were peaceful and little, if any, violence was present.

The newly elected government deemed itself a force of national liberation in the post-apartheid era and had high aims to create a society in which people were intellectually, socially, economically and politically empowered.⁴

Although the year 1994 brought about change and development in the form of a new government which aimed for equality, there were indifferences which occurred during the apartheid era which required dedication to readdress.

As the then deputy president of South Africa, Mr Thabo Mbeki indicated at the National Assembly in 1998, "The major component of reconciliation and nation building is defined by and derives from the material conditions in our society which have divided our country into two, the one black and the other white."⁵

Under the leadership of Nelson Mandela, the government developed reconstruction programs with the aim of breaching the gaps which existed as an aftermath of the past government and legislation.

The effectiveness of these reconstruction programs is debatable as the gap is believed to still exist. The disparity between the rich and the poor is large, but the gap between the whites and blacks is even larger.

Nineteen years post the apartheid era, I conducted a random survey in two areas in Johannesburg, South Africa's economic capital city, to see what developments had been made in terms of the reconstruction of the nation.

The survey was conducted in the suburb of Morningside and the township of Alexandra. Morningside is a commercial and residential suburb which is home to many of the most affluent South Africans. During the apartheid era, this area was reserved for whites only and is characterized by expensive houses and cars. On the other hand, Alexandra is a township within close vicinity of many suburbs such as Morningside. It is home to a large number of the poorest South Africans and is known for being one of the poorest urban areas in South Africa. During the apartheid era, this area was reserved for blacks only and is characterized by a large number of informal dwellings or shacks.

⁴ "What Is the African National Congress?" *What Is the African National Congress?* N.p., n.d. Web. 19 Jan. 2014.

⁵ Mbeki, Thabo, Pres. "Reconciliation and Nation Building." Speech. Opening of the Debate on Reconciliation and Nation Building. National Assembly, Cape Town. 29 May 1998. Web. 2 June 2013.
<<http://www.sahistory.org.za/archive/statement-deputy-president-thabo-mbeki-opening-debate-national-assembly-reconciliation-and-n>>.

These areas are barely 8.5km's apart from each other and serve as a very interesting case study as although they share a main road, there are many distinct differences between them. See Appendix B attached below for images of the two areas.

iii. Aims, hypothesis and research questions:

a. Aims

- i. To explore if significant developments have made in readdressing past imbalance amongst the South African population
- ii. To investigate whether South Africa is still divided into two nations, the one black and the other white

b. Hypothesis

Hypothesis 1: The significant developments made to readdress past imbalances



Hypothesis 2: The division of South African into "two nations."



Figure 3: The study hypotheses'

c. Research Question

To what extent is South Africa a nation divided on racial and economic grounds as suggested by the then Deputy President of the 'new South Africa', Mr. Thabo Mbeki during the opening of the debate in the National Assembly on Reconciliation and Nation building?

Chapter Two

Methodology

i. Method of data collection

The study of the disparities in wealth and development 19 years post apartheid in South Africa is based on the primary data collected during the months of June and July 2013 in Johannesburg, South Africa.

A face-to-face survey was conducted in Alexandra and Morningside in Johannesburg, South Africa.

The method started with the construction of an extensive survey. See Appendix A attached below.

Given the nature of this study, the two main study areas were chosen strategically and a random sampling procedure was used to choose individual households within the two areas.

In the survey, combinations of closed-ended question were made available for respondents to pick an answer from a given number of options. Some of the questions were continuous where the respondent was presented with a continuous scale whilst the other questions were ordinal-polytomous and the respondent had two or more options to choose from.⁶

⁶ "Types Of Questions." *Types Of Questions*. N.p., n.d. Web. 10 June 2013.

ii. Methods of data presentation and analysis

The recorded data was presented using various tables and graphs. These tables and graphs were split into sub-categories representing the racial profile, employment levels, household income, household assets, health, education, social cohesion and the general safety and security of each study area.

After the data presentation, the raw statistics were then processed by classifying and grouping relevant data together, then converting the numbers into percentiles.

Analysis was done using the aid of relevant tables, graphs and images to support or reject the previously stated hypotheses.

Chapter Three

Data presentation, Processing and analysis

In this section, a selection the data collected on the survey conducted in the two study areas which is considered relevant is represented using various tables and graphs. The following map of Johannesburg, in figure 4 ⁷below, shows the location of the study areas.

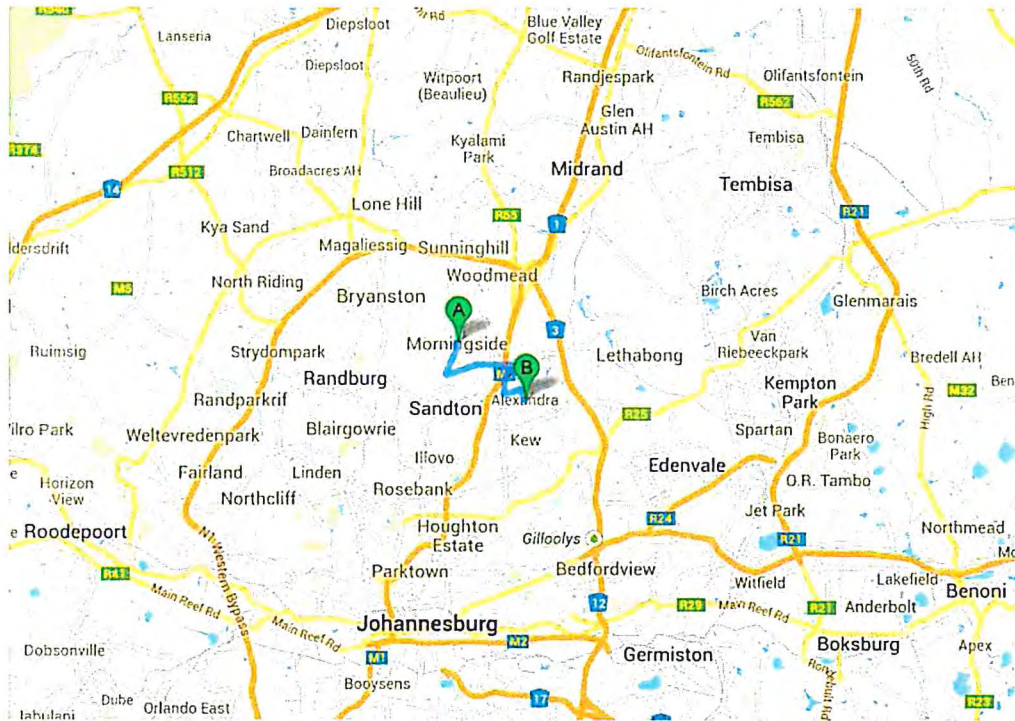


Figure 4: Map showing the location of the two study areas

The following tables and graphs represent a selection of the data which is considered relevant to help explore and investigate the previously mentioned hypotheses.

⁷ "Alexandra, South Africa to Morningside, Sandton, South Africa - Google Maps." *Alexandra, South Africa to Morningside, Sandton, South Africa - Google Maps*. N.p., n.d. Web. 15 June 2013.

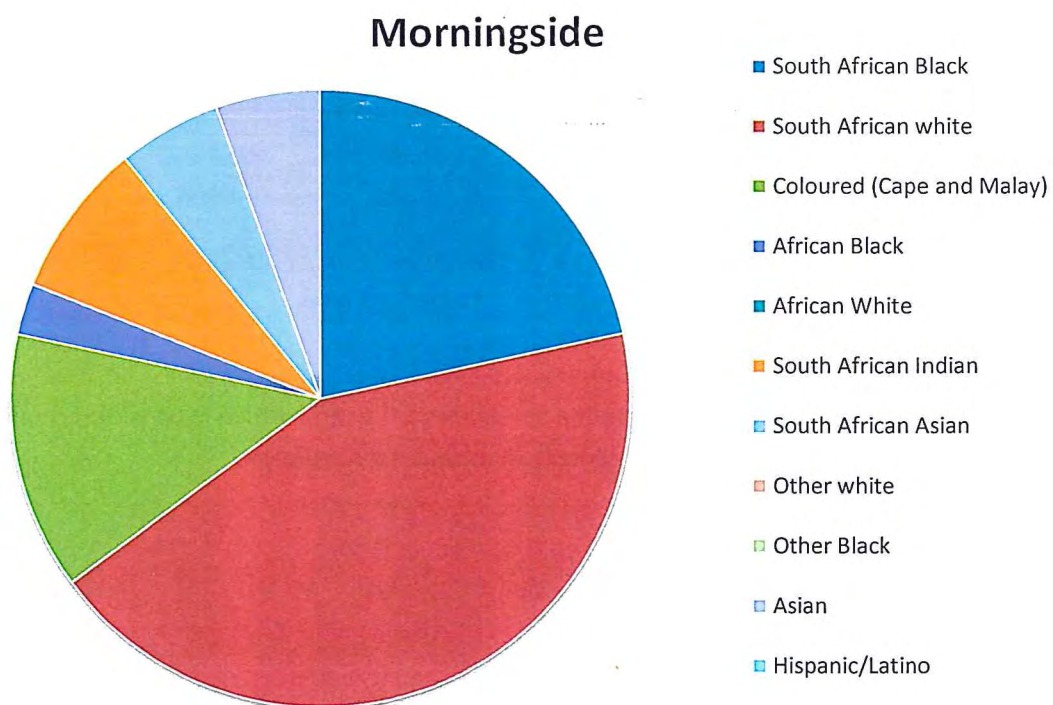
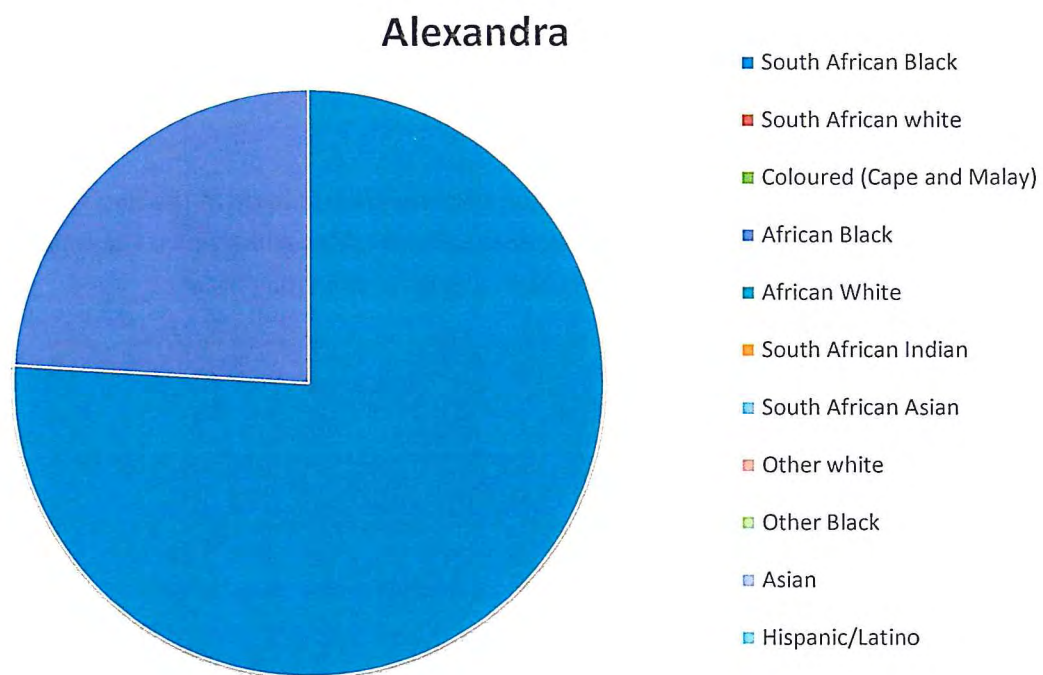


Figure 5: Pie Charts representing the racial profiles for the sampled population in Alexandra and Morningside

	Alexandra	Morningside
Employed	40.2	69.6
Formal Sector	30	63.2
Informal Sector	20	26.3
Agriculture	10	8.5
Domestic	40	2
Unemployed	44.8	22
Retired	15	8.4

Figure 6: Table representing the employment profile for the sampled population in Alexandra and Morningside

	Alexandra	Morningside
Type of Household		
Formal Dwelling	40.2	78
Informal Dwelling	50.9	
Traditional structure	8.36	
Planned Unit	0	
Other	0.54	22
Basic Amenities		
Safe drinking water	>60	100
Sanitation	>50	100
Electricity	>40	100
Personal Space	>20	100

Figure 7: Table representing the living conditions for the sampled population in Alexandra and Morningside

	Alexandra (% of population)	Morningside (% of population)
Less than primary education	9.4	0.4
Less than high school education	27	11
High school education or equivalent	32	1
Diploma, certificate or other FET college qualification	18.8	7
Bachelor Degree	8.0	36.6
Graduate Degree	4.0	14.7
Higher than graduate degree	0.8	29.3

Figure 8: Table representing the economically active population level of education in the sampled population in Alexandra and Morningside

i. Data analysis for Alexandra, Johannesburg, South Africa:

In this essay, the township of Alexandra represents what the then deputy president, Thabo Mbeki, describes as the larger of the two nations in South Africa which is characterized by being “poor and black.”

The people of colour in South Africa during the apartheid era originated from 3 different places, the black were the bantu-speaking South Africans, Indians and descendants of slaves that came to South Africa to work for sugar plantations and the coloureds were a combination of European and Malay descent. Together, this group of individuals accounted for 80% of the South African populations.

Regardless of this number, they were treated with the outmost inferiority by the apartheid government which was the minority in South Africa. The divide and rule phenomenon was used to divide the people of colour as it would have been virtually impossible to inflict ill treatment towards this large group, which also happened to be the majority. Coincidentally, three categorical divisions amongst the people of colour were created and even further divisions were created amongst the categories into smaller sub-categories as shown in Figure 9 below.

People of Colour		
Black <ul style="list-style-type: none">•Zulu•Ndebele•Swati•Xhosa•Northern Sotho•Tswana•Sepedi•Venda	Coloured <ul style="list-style-type: none">• Cape coloured• Khoi-san coloured	Indian <ul style="list-style-type: none">•Malay

Figure 9: Table representing the divisions amongst the people of colour

Various laws constituted the inferior treatment of the people of colour in all spheres of social, economic and emotional aspects of life.

With the aid of the Population Registration Act which required individuals to carry passes indicating their race, general commuting and mobility for those of colour was restricted. They

had different rules to follow regarding their access to cities and towns where the whites lived and/ worked and the violation of these rules would result in harsh punishment by the police.⁸

The group areas act reserved the towns and cities for whites whilst the people of colour were grouped on the outskirts of the towns and cities according to racial and cultural groups. Interaction between racial groups amongst the people of colour was also prohibited.

The racial divisions which occurred created a colour range with the whites being the best and the blacks being the worst. "Black people were provided with services greatly inferior to those of whites, and, to a lesser extent, to those of Indian and coloured people."⁹

Apart from the inferior basic utilities and amenities provided to the blacks, the greatest and most lethal inequality which had the ability to create long lasting implications for black South Africans was the implementation of Bantu Education. Bantu education, which when literally translated means, people's education, was the education specially designed for blacks. This education insured that no academic prosperity was made by the blacks as they were trained to become house help, factory workers and other manual labour intensive jobs which required little or no intellectual abilities yet paid pennies.

South African blacks, coloureds and Indians received the harshest treatment during this time yet although they knew this; the divisions amongst themselves altered their ability to overthrow the white minority.

According to the data collected during the survey the aftermath of the legislation put forward by the apartheid government is still present. This analysis will look at 3 aspects of Alexandra, the racial profile, living conditions and the parental level of education.

The racial profile for Alexandra, which was an area previously designated to the people of colour, is still largely compromised by black South Africans and other South African people of colour. This can be seen clearly in Figure 10 below.

Changes over the years in the racial composition in Alexandra have occurred. These changes have lead to the expansion of the black community as a result of immigrants from neighbouring African countries migrating to this area.

⁸ Pearson, Michael. "Life under Apartheid: Demeaning, Often Brutal." *CNN*. Cable News Network, 06 Dec. 2013. Web. 10 Dec. 2013.

⁹ Oneale, Laura. "Apartheid and the Deceptive Leaders of South Africa." *Las Vegas Guardian Express*. N.p., 13 July 2013. Web. 25 Nov. 2013.

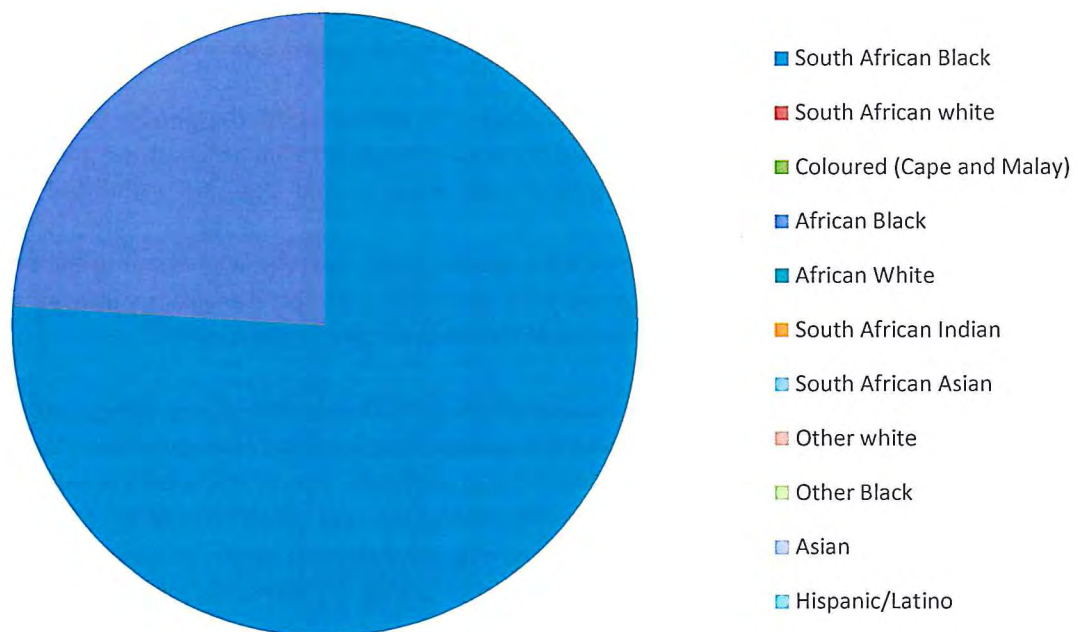


Figure 10: Pie chart representing the racial profile for the sampled population in Alexandra

From the surveyed households, 1 in 2 of the households resides in a slum. There are negative and positive aspects which have been associated with slums. These aspects can be seen in the Figure 11 below.

	Alexandra
Type of Household	
Formal Dwelling	40.2
Informal Dwelling	50.9
Traditional structure	8.36
Planned Unit	0
Other	0.54
Basic Amenities	
Safe drinking water	>60
Sanitation	>50
Electricity	>40
Personal Space	>20

Figure 11: Table representing the living conditions for the sampled population in Alexandra



Figure 12: The positive and negative aspects of residing in Slums

Like the slums in other parts of the world, Alexandra is prone to both the negative and positive aspects of informal housing.

Alexandra experiences high concentrations of poverty and social and economic deprivation.

Alexandra has poverty entrenched as the sampled residents face employment disadvantages due to little or no educational qualifications. A strong correlation between the levels of education and the employment sector can be seen.

Those that reside in Alexandra have limited access to formal job markets due to low levels of education, stigmatisation, discrimination and geographical isolation. According to the data from the survey, close to 45% of the population sampled is unemployed and the majority of those that are employed, are employed in the domestic labour sector which is characterized by low wages and long working hours.

The Alexandra area is known to have the most intolerable conditions for urban housing. As seen in Figure 11, they have a lack of access to basic amenities such as safe drinking water, sanitation and electricity. Coincidentally, Alexandra is extremely overcrowded with a population density of 26,000/km² and the building are inadequate and unsafe.

ii. Data analysis for Morningside, Johannesburg, South Africa:

In this essay, the suburb of Morningside represents what the then deputy President, Thabo Mbeki, describes as the second nation of South Africa which is characterized as being 'white and relatively prosperous'

The whites residing in South Africa during the Apartheid where of European Dutch and British descent as they only existed as a result of colonialism. They were roughly 20% of the population yet owned and lived on 87% of the arable land in South Africa.¹⁰ Under the leadership of the National Party, which was predominately a white's only party, legislation favoured the whites and encouraged a racial hierarchy where the whites were at the top of the food chain.

The classification of individuals according to their race was geared by the Population Registration Act of 1950 which required individuals of each race to acquire an identification card which indicated their race. Being part of the white community meant that you were part of the elite few that the government had your interests at heart.

The Reservation of Separate Amenities Act of 1953 ensure that the living conditions of whites in South Africa were comparable to those of most Western countries as they had priority access to the highest quality of basic utilities such as water, electricity and sanitation. The white South Africans had no limitations for general commuting and had the privilege of the reservation of separate beaches, buses, hospitals, schools and universities for them. ¹¹

They had the high paying employment positions, where they earned close to 14 times more than the average person of colour, reserved for them and in the case that they were farm, mine or business owners, they had access to cheap black labour.

To state boldly, they had civil liberties in all areas of life.

According to the data collected during the survey the aftermath of the legislation put forward by the apartheid government is still present. This analysis will look at 3 aspects of Morningside, the racial profile, living conditions and how the level of education has affected employment.

The racial profile for Morningside, which was an area previously designated to the whites, has become more concentrated over the past years as traces of other races other than whites can be seen. This can be seen clearly in Figure 13 below.

¹⁰ Disproportionate Treatment circa 1978. Source: (Leo80)

¹¹ Williams, Phumla. "Not Easy to 'just Get Over' Apartheid." *City Press*. N.p., 28 Apr. 2013. Web. 25 Nov. 2013.

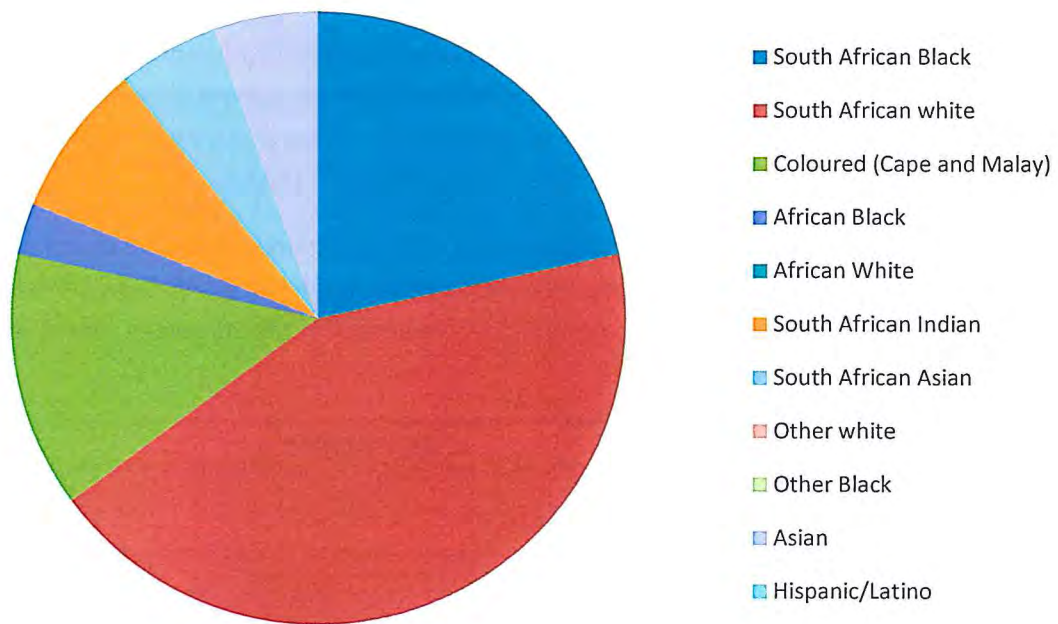


Figure 13: Pie chart representing the racial profile for the sampled population in Morningside

Changes over the years in the racial composition in Morningside have occurred to a large extent. These changes have led to the diversification of the areas' community as a result the economical and social opportunities which have been made available to people of all races.

From the surveyed households, all the households had immaculate living conditions. There are many positive aspects which have been associated with having immaculate living conditions and minimal negative aspects, if any.

Due to the economic and socio-cultural opportunities which have been made available to the residence of this area, both before apartheid when it was a whites only area and now, when they have been extended to people of all ethnicities, it is evident that these residents have educational and employment advantages.

According to the survey, Morningside residents have had a strong educational background and coincidentally, a substantial amount of employment opportunities.

The strong educational background of these residents can be seen as 80.6% of the economically active population for Morningside have attained a bachelors degree or higher. With these qualifications in place, this therefore makes this population prone to employment opportunities. A strong correlation between the levels of education and the employment rates can be seen as according to the data collected from the survey, 78% of the Morningside residents are employed with 8.4% retired.

Those that reside in Morningside have unlimited access to formal job markets due to high levels of education and qualifications. According to the data from the survey, close to 63.2% of the employed population sampled is employed in the formal sector and a small 10.5% of those that are employed, are employed in the domestic and agricultural sector.

The Morningside area is known to have some of the most immaculate living conditions for urban housing. As seen in Figure 14 below, they have adequate access to basic amenities such as safe drinking water, sanitation and electricity. Coincidentally, Morningside is under populated with a population density of 2500/km².

	Morningside
Type of Household	
Formal Dwelling	78
Informal Dwelling	
Traditional structure	
Planned Unit	
Other	22
Basic Amenities	
Safe drinking water	100
Sanitation	100
Electricity	100
Personal Space	100

Figure 14: Table representing the living conditions for the sampled population in Morningside

Chapter Four

Conclusion

As stated in Chapter one, the aim of this study of disparities in wealth and development in South Africa was to explore if significant developments in the areas of education, employment and living conditions have been made in an attempt to readdress past imbalance amongst the South African population and to investigate whether South Africa is still divided into 'two nations', the one black and the other white.

In the preceding pages, the surveyed data was analysed using tables, diagrams and words. According to the discussion above, the Alexandra area is the poverty stricken and experiences problems with education, living conditions and employment whilst on the other hand, the Morningside area is fairly prosperous in those spheres of life. The investigation also showed that the divisions made during the apartheid era have contributed to the differences of the two neighbouring areas. These differences prove the presence of the concept of disparities in wealth and development in South Africa.

However, developments in the spear of the racial division have been made as it can be noted that from the sampled population in Morningside, a once predominately white area, seems to have experienced diversification over the past 19 years. The sampled data, as seen in Figure 13 above representing the racial profile for Morningside, shows us that about 50% of the sampled population is people of colour.

Based on the analysis made and the changes which have occurred in the Morningside area, one can reject H_0 and accept H_N of hypothesis 1.

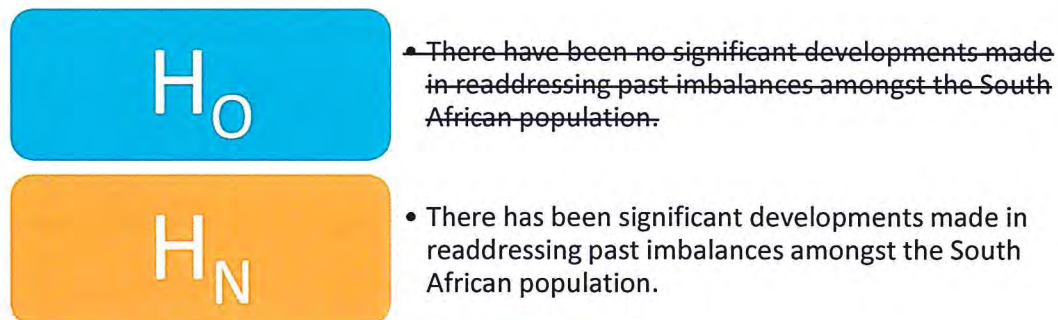


Figure 15: Hypothesis 1

Based on the analysed data and the differences between the two areas, one can reject H_0 and accept H_N of hypothesis 2 to a certain extent as although this division is still present, there are people of colour present among the 'white' nation today.

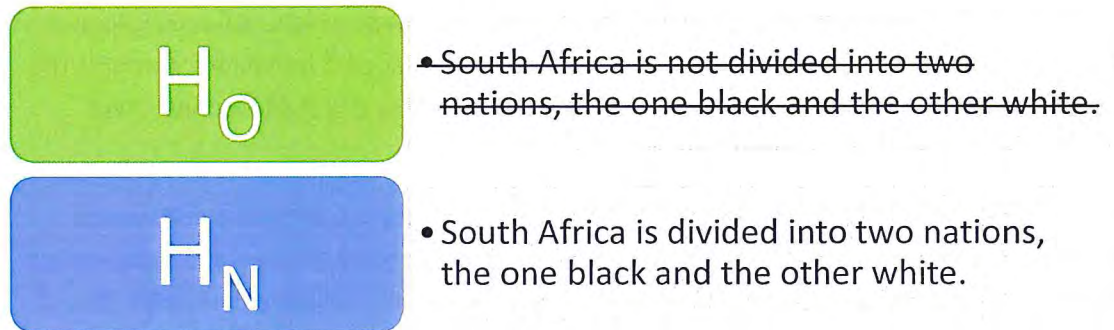


Figure 16: Hypothesis 2

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2. "What Is the African National Congress?" *What Is the African National Congress?* N.p., n.d. Web. 19 Jan. 2014.
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4. Disproportionate Treatment circa 1978. Source: (Leo80)
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Appendixes:

Appendix A: Sample of the survey conducted

Appendix B: Images of Morningside and Alexandra

Appendix A: Sample of the survey conducted

The following appendix includes questions that were asked to individual households during the data collection process.

Research Questionnaire

1 Please indicate accordingly the members of your family and the ethnic group they best identify with.

	1	2	3	4	5	6	More than 6
South African Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South African White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coloured (Cape and Malay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South African Indian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South African Asian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic/ Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Employment

2 How many people living in your household are currently employed?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ more than 9

3 In which economic sector are those that are employed, employed in?

	1	2	3	4	More than 4
Informal sector employment (excluding agriculture)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal sector employment (excluding agriculture)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agriculture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4 How many people living in your household are currently unemployed and looking for work?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ more than 9

5 In which age groups do those who are unemployed fall under?

	1	2	3	4	More than 4
15-24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25-34	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35-44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45-54	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55-65	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6 If members of your household have participated in the extended public works programme, please indicate this participation accordingly.

	1	2	3	4	More than 4
Infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment and Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Poverty and Inequality

7 What is the average monthly income received by the household?

- ☐ R0 to R1000
- ☐ R1001 to R1500
- ☐ R1501 to R2000
- ☐ R2001 to R2500
- ☐ R2501 to R3000
- ☐ R3001 to R3500
- ☐ R3501 to R4000
- ☐ R4001 to R4500
- ☐ R4501 to R5000
- ☐ R5001 to R5500
- ☐ R5501 to R6000
- ☐ R6001 to R6500
- ☐ R6501 to R7000
- ☐ R7001 to R7500
- ☐ R7501 to R8000
- ☐ R8001 to R8500
- ☐ R8501 to R9000
- ☐ R9001 to R9500
- ☐ R9501 to R10 000

- ☐ R10 001 to R10 500
- ☐ R10 501 to R11 000
- ☐ More than R11 000

8 Are any members of your household recipients of social assistance grants, if so, please indicate accordingly.

	1	2	3	4	More than 4
Old Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
War veterans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foster child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child dependency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Household Community Assets

9 What type of household do you reside in?

- ☐ Formal dwelling
- ☐ Informal dwelling
- ☐ Traditional structure
- ☐ Planned unit
- ☐ Subsidised house completed or in working progress
- ☐ Enter the answer option

10 Please indicate your ability to access the following amenities from your household.

	Poor	Fair	Neutral	Good	Excellent
Safe Drinking Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sanitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electricity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Space (Size of household yard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11 Please indicate accordingly the type of motor vehicles owed by individuals in the household.

	1	2	3	4	More than 5
Small Car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mid-size Car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luxury Car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports Car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Van	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 Please indicate accordingly the state of the motor vehicles owed by individuals in the household.

	Brand new	Semi-Used Car	Auctioned Car	Second hand	Hand me down
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13 Please indicate the number of the following items or areas within your household accordingly.

	1	2	3	4	5	more than 5
Bedrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Portable computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Televisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD player	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaming console	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablet computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cellphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smart phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-book reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GPS device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Camera/ video recorder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Landline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health

14 Please indicate accordingly any infant, child and/ maternal deaths that have occurred in the household

	1	2	3	4	More than 4
Infant mortality (Under one year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child mortality (Under five years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maternal death	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15 Please indicate disease prevalence in the household accordingly.

	1	2	3	4	More than 4
HIV/AIDS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuberculosis (TB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Malaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16 If members of your household have access to medical insurance, please indicate accordingly.

	1	2	3	4	More than 4
Private Health Insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Health Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Education

17 Please indicate accordingly the levels of education achieved by the individuals in the household.

	1	2	3	4	5	More than 5
Less than primary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less than high school education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school certificate or equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma, certificate or other FET college qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher than graduate degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18 If there are members of your household who are currently enrolled within a school system, please indicate accordingly.

	1	2	3	4	5	More than 5
Pre-school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College, university or other tertiary schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19 Please indicate accordingly the amount spent on education for each member of the household who is still within a school system per month.

	R0 to R200	R201 to R400	R401 to R600	R601 to R800	R801 to R1000	R1001 to R3000	more than R3000
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20 Please indicate accordingly the levels of education achieved member of the household according to their gender. Indicate by writing applicable number.

	Female	Male	Chose not say
Less than primary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less then high school education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school certificate or equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma, certificate or other FET college qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher than graduate degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21 Please indicate accordingly the levels of education achieved member of the household according to their age bracket. Indicate by writing applicable number.

	below 15	15 to 24	25 to 34	35 to 44	45 to 54	55 to 65	above 65
Less than primary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less than high school education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school certificate or equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma, certificate or other FET college qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher than graduate degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22 Please indicate accordingly any membership to voluntary organisations.

	Poor	Fair	Neutral	Good	Excellent
Religious institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sport and recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art, musical and educational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Labour union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charitable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other voluntary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Cohesion

23 Please indicate accordingly the number of registered voters in the household according to their age bracket.

	1	2	3	4	5
18 to 24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25 to 34	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35 to 44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45 to 54	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55 to 64	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
above 64	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24 Please indicate accordingly your personal feelings towards the following issues.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel as though I coexist with individuals of the race other than mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel as though the country is going in the right direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my race is superior to that of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I best describe myself as African	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I best describe myself as South African	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I best describe according to my racial group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I best describe myself according to my language group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in a happy future for all races	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel as though the elections are free and fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel as though my opinion is heard during elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Safety and Security

25 Please indicate accordingly if any members of your family have experienced any of the following crimes.

	Yes	No	Prefer not to say
Murder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attempted murder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assault, grievous body harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggravated robbery (Hijacking etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common robbery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential burglary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-residential burglary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft of vehicle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft out of vehicle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stock theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26 Please indicate accordingly the safety measures in place within your household.

- ☐ Locked gate
- ☐ Tall wall and/ fence around the house
- ☐ Alarm system
- ☐ Dogs
- ☐ Household insurance
- ☐ Electric fencing
- ☐ Security guards and/ night watch
- ☐ Burglar bars on doors and windows

Thank you for your co-operation.





I _____ hereby give permission to _____ to use the information brought forward in this questionnaire for academic purposes only. If this is to change, she is to contact me on _____ to ask for further relevant permission.

Signature: _____

Date: _____

Appendix B: Images of Morningside and Alexandra

The following appendix includes images that attempt to give one a rough idea of how the two study areas look from various aspects. The images on the left of the table are from the township of Alexandra and those on the right from the suburb of Morningside.

Views from above	
	
Dining/Living rooms	
	
Backyards	

